



The Speech-Language Pathologist's Role in Family-Centered Bilingual Pre-Literacy Development

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LATINO PARENT-CHILD GROUP (EL PODER DE LOS PADRES)

- Provides early intervention and parent education to families in the greater St. Cloud area (ROCORI school district)
- Funded through United Way of Central Minnesota Early Language/Early Literacy Grant
- Strive to empower, educate, and support Latino families to enrich children's early language, emergent literacy, school readiness skills in both English & Spanish
- Promote early literacy and school readiness skills through shared book reading, songs and rhyming activities, collaborative station activities.
- CSD graduate students collaborate with parent educators and volunteers in weekly 2-hour sessions during the academic school year.



SESSION LAYOUT

Daily Lesson Plan

- Large group
 - “Who’s Here Today” song (introduce names)
 - Children’s songs in Spanish & English
 - Shared book reading
- Craft activity related to book/theme
- Snack
- Children (3-5-year olds) participate in 3 rotating language-rich station activities
- Gross motor activity relating to theme/vocabulary of the day
- Return to large group
 - Shared book reading
 - Songs
- Parent hand-out
 - Ideas & tips for enriching language (activity ideas, topics to target vocabulary, etc.)



Group Goals

- Goal 1 (Vocabulary):** Children will increase their Spanish & English receptive and expressive vocabulary skills by producing and/or pointing to target vocabulary words during structured group activities.
- Goal 2 (Behavior Management):** During structured group activities, children will maintain engagement (eye gaze, commenting, etc.), follow directions, and transition in 4 of 5 opportunities when given verbal, visual, and tactile prompts.
- Goal 3 (Pre-literacy Skills):** Children will increase their phonological awareness (phonemics, print awareness, letter recognition, rhyming) during structured group activities.

HUSKY COMPACT

Seek & Apply Knowledge

- Research and explore a culture/language that is different from our own.
- Explore and understand the unique characteristics and patterns of bilingual literacy development.
- Apply foundational knowledge of communication disorders, child development, and prevention of language disorders in a holistic manner.
- Implement positive behavior support strategies learned in previous coursework and practicum experiences.
- Address challenges by seeking the latest research and implementing evidence based-practices
- Locate culturally/linguistically appropriate activities to use in our therapy sessions
- Pursue interprofessional collaboration with bilingual educators, families, and other school professionals.

Engage as a Member of a Diverse and Multicultural World

- Demonstrate cultural humility and recognize that the families have their own unique experiences and opinions.
- Collaborate with bilingual educators and volunteers to effectively provide education in both Spanish and English.
- Build rapport with the families and their children by learning conversational Spanish phrases.
- Choose culturally and linguistically appropriate books, songs, and station activities to encourage a language rich environment in both Spanish and English.
- Ensure materials and intervention targets are aligned with the families' beliefs and values.
- Provide take home activities, handouts, and instructions to parents in both languages.
- Lean in to the language and culture of the attendees--learn from them as they learn from us.